

Michael O'Malley:

I am pleased to inform you that Abacus In-Home Tutoring, Inc. has been granted probationary approval status by the Michigan Department of Education (MDE) to be a provider of supplemental educational services (SES) under Section 1116(e)(4) of Title I of the *Elementary & Secondary Education Act*, as amended by the *No Child Left Behind Act of 2001*. The list of approved providers for the 2011-12 academic year will be posted on MDE's website at [www.michigan.gov/mde-ses](http://www.michigan.gov/mde-ses). Please read the attached information regarding your probationary status as a new state-approved SES provider.

Each local school district or public school academy with a Title I school that has failed to make adequate yearly progress for three or more consecutive years will provide parents with a list of approved SES providers in their area. Each district will contact you, the provider, to begin negotiating an SES contract.

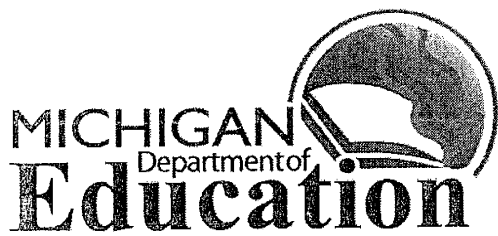
In addition, MDE is required to develop and implement methods for monitoring the quality and effectiveness of the SES provided. To meet this requirement, MDE is currently engaged in a formal evaluation of currently approved providers. MDE will be required to withdraw approval if a provider fails for two consecutive years to contribute to improved academic achievement for the participating students.

All newly approved SES providers in Michigan must attend an orientation session. Within the next 30 days you will receive a separate communication with the date and time of the orientation session.

Your probationary status will be reviewed after the completion of the 2011-12 academic year. Providers that have met the probationary requirements will be granted full approval status. Those that have not met the probationary requirements will be considered on a case by case basis. This may result in either an additional year of probation or removal from the state approved SES provider list. There is no appeal process; all decisions made by MDE are final.

Thank you for your interest in working with students who need additional educational opportunities in order to improve their academic skills. If you have any questions regarding SES, please contact Greg Olszta, SES Consultant, at 517-241-4715 or [MDE-SES@michigan.gov](mailto:MDE-SES@michigan.gov).

Mark Coscarella, Assistant Director  
Office of Education Improvement & Innovation



## OFFICE OF SCHOOL IMPROVEMENT

### SUPPLEMENTAL EDUCATIONAL SERVICES PROBATIONARY STATUS INFORMATION

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#### **2011-12 PROBATIONARY STATUS - IMPORTANT!**

All newly approved SES providers are placed on probationary status for one year.

#### ***During the Probationary Period, Providers Must:***

- a) Attend the SES new provider orientation session presented by the Michigan Department of Education
- b) Participate in any other school district or State sponsored SES training that is mandatory for new providers

#### ***During the Probationary Period, Providers are subject to:***

- a) All applicable local, state, and federal laws, policies and agreements related to the provision of supplemental educational services
- b) This includes, but is not limited to:
  - o Title I, Part A, Section 1116
  - o United States Department of Education (USED) SES Non-Regulatory Guidance of January 14, 2009
  - o Michigan's Assurances and Code of Ethics for SES providers
  - o Contracts with individual school districts or public school academies (PSAs)

**Failure to meet any of the above requirements will lead to immediate corrective action, leading up to and including removal from the state approved SES provider list.**

At the conclusion of the probationary year, each newly approved SES provider will go through a final review process for determination of status.

In order to be granted full approval (non-probationary) status, providers must:

- a) Have met all requirements above or have a valid explanation, if a requirement is not met.
- b) Provided services for eligible students
- c) Be free of any corrective action or pending corrective action

The MDE will review provider status and decide on one of the following options:

- a) Full approval
- b) An additional year of probation
- c) Removal from the state approved SES provider list

**All decisions made by the MDE are final. There is no appeal process.**

**Please note that being placed on the Approved List does not guarantee that an SES provider will be selected by parent(s)/legal guardian(s) to provide services.**



**Office of Education**  
**Improvement & Innovation**  
 Supplemental Educational Services  
 Application Review Consensus 2011-2012

Entity Name: Abacus In-Home Tutoring, Inc

Criterion	Consensus Score	Min Score Needed	Min score Met?	Comments
1	29	20	Yes	None
2	14	10	Yes	None
3	10	7	Yes	None
4	9	7	Yes	None
5	10	7	Yes	None
6	10	7	Yes	None
7	9	7	Yes	None
8	5	3	Yes	None
9	0	-	-	-
Application Total	96	Met Min in all Criteria?	Yes	

Hourly Rate Calculation		
Per pupil Allocation	Maximum fee per hour	Calculated hours of instruction
\$2000 ÷	\$65.00	= 31
Minimum number of hours required for student to achieve their individualized learning goals		
20		

Is the total application score 85 or greater?	Yes
Did the application meet the minimum in each criterion?	Yes
Is the hourly rate calculation sufficient?	Yes
Does the applicant entity ever lower the hourly rate to guarantee each student receives a specific # of service hours?	n/a
Is the application recommended for approval?	Yes

**SECTION A. BASIC PROGRAM INFORMATION**

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information regarding each category.

**IMPORTANT NOTE:** Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE prior to the beginning of the application process in subsequent years. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case by case basis. This includes, but is not limited to, information changes in the following categories:

- Tutor qualifications
- Grade level
- Hourly rate
- Maximum and minimum number of students
- Curriculum
- Service session information
- Tutor/Student ratio
- Service area

**Instructions :** Complete each section in full.

**1. Federal EIN, Tax ID or Social Security Number:**

**2. Legal Name of Entity:**

Abacus In-Home Tutoring, Inc.

**3. Name of Entity as you would like it to appear on the Approved List:**

Abacus In-Home Tutoring, Inc.

**4. Entity Type:**

- ☒ For-profit  
☐ Non-profit  
☐ Michigan corporation  
☐ Corporation organized in another state  
☐ Individual

**5. Check the category that best describes your entity:**

- ☒ Business  
☐ Child Care Center  
☐ Community-Based Organization  
☐ Educational Service Agency (e.g., RESA or ISD)  
☐ Faith-Based Organization  
☐ Institution of Higher Education  
☐ Other (specify):  
☐ School District(LEA, ISD)

Provide Michigan (or other state) Corporation ID number

26-1188718

NOTE: An LEA or an ISD that is identified for Improvement, Corrective Action, or Restructuring as a district is NOT an eligible applicant.

**6. Applicant Contact Information (Only the two individuals listed on this application will have access to the information contained within the application)**

Name of Contact: \*

☒ Mr. ☐ Ms.

First Name: Michael

Last Name: O'Malley

Phone: \* ( 877 ) 888 - 6720 e.g. ( xxx ) xxx - xxxx

Fax: \* ( 850 ) 254 - 7067 e.g. ( xxx ) xxx - xxxx

Street

Address: 16057 Tampa Palms Blvd., Suite 414

\*

City: \*

Tampa

State:

\* FL

Zip: \* 33647

E-Mail: \* momalley@yahoo.com

Website www.abacusinhometutoring.com

**7. Local Contact Information (This contact information will be published)**

Name of Contact: \*

☒ Mr. ☐ Ms.

First Name: Michael

Last Name: O'Malley

Phone: \* ( 877 ) 888 - 6720 e.g. ( xxx ) xxx - xxxx

Fax: \* ( 850 ) 254 - 7067 e.g. ( xxx ) xxx - xxxx

Street

Address: 16057 Tampa Palms Blvd., Suite 414

City: \*

Tampa

State:

\* FL

Zip: \* 33647

E-Mail: \* momalley@abacusinhometutoring.com

Website: www.abacusinhometutoring.com

#### 8. SES History:

Is the applicant entity a current or past approved SES provider in Michigan under applicant entity name or any other name?

Current SES provider? ☐ Yes Provide entity name:

Past provider? ☐ Yes List previous provider company name(s):

Is the applicant entity a current or past approved SES provider in any other state?

☒ Yes ☐ No

If yes, list the state(s) in which entity has been an approved SES provider:

Florida, Georgia, Oklahoma, South Carolina, Minnesota, Indiana, Virginia, Kansas, Washington, Missouri, Ohio, New Hampshire, and Tennessee

Has the applicant entity ever had any official action taken against it by any state, including but not limited to a formal warning, prohibition of service, or removal from a state-approved SES provider list, or other approval as a provider of educational services to state or local educational agencies (LEA)?

☐ Yes ☒ No

If yes, explain:

Have any other individuals associated with or providing support to this applicant entity ever been an SES provider that had any official action taken against them by any state, including but not limited to a formal warning, prohibition of service, or removal from a state-approved SES provider list, or as a provider of other education related services to a state or LEA?

☐ Yes ☒ No

If yes, explain:

#### 9. Service Area:

List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan. By indicating that you will serve a specific district (or all districts, if you indicate "Statewide"), you agree to provide services to any student in that district whose parent(s)/legal guardian(s) select you as their provider within minimum and maximum capacity. Additionally, you may only enroll students from the districts identified in this application, and you may not add additional districts once the application is approved.

☒ Statewide

#### 10. Conflict of Interest Disclosure:

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. administrative staff, school board member)?

☐ Yes ☒ No

What school district are you employed by or serve:

N/A

In what capacity are you employed by or do you serve (position title):

N/A

A school or school district may apply to become an approved SES provider. However, the administration of the SES program by the school or district must be separate and distinct from the school or district's SES provider entity. In effect, the school or district's SES provider entity must function and behave as if it were an outside organization. A potential conflict of interest, even if disclosed, may be reason to deny the application or to deny the approval of the applicant to serve one or more districts requested in the application.

#### 11. Place of Service:

Check the location(s) that best describe(s) where you intend to deliver services to students. If you select "Via Technology," please use the Criteria 2 narrative to identify the type of technology used, describe where the students will access the service and whether it is distance learning. Describe how the session will be facilitated and monitored.

☒ Community Center

☐ LEA Facility (Checking this box does not guarantee space will

☒ Place of Religious Worship (e.g., church, synagogue, mosque, temple)

☒ Student's Home

be available in district buildings to offer tutoring. SES Providers must work with each district to gain access to school facilities. Space in school buildings varies by district).

☐ Place of Business

☐ Via Technology (site-based)

☐ Online

☒ Other (specify):

Any other approved location

#### 12. Transportation:

Do you provide transportation? (If "yes", Districts will require additional insurance.)

☐ Yes ☒ No ☐ At select sites only

#### 13. Subject Areas:

Check all that apply.

☒ English language arts ☒ Mathematics ☐ Science ☐ Social studies

Providers must offer tutoring in English Language Arts and/or math. Newly approved providers may offer additional tutoring in science and/or social studies. Previously approved providers wishing to add tutoring in science or social studies must have submitted a written request to MDE detailing the elements of the instructional design and connections to Michigan's content standards for these subjects.

#### 14. Grade Levels:

List each grade to be served. The program described must address each of the grade levels indicated.

☒ K

☒ 5

☒ 9

☒ 1

☒ 6

☒ 10

☒ 2

☒ 7

☒ 11

☒ 3

☒ 8

☒ 12

☒ 4

**Note:** Applicants proposing to serve grade levels 7-12 and to provide tutoring in **math and science** to grade levels 7-12 will receive **5 bonus points** to be added to the total score. **NOTE:** Both **math and science** must be proposed for grades 7-12 in order to receive bonus points!

#### 15. Minimum Number of Students:

Indicate the minimum number of students needed in order to provide services in each district. 1

#### 16. Maximum Number of Students:

Indicate the maximum number of students that may be enrolled in each district. This number should allow the applicant entity to maintain quality service and results. 200

#### 17. Specific Student Populations:

Indicate which sub-groups the applicant entity will be qualified to serve:

English Language Learners (ELL)

☒ Yes ☐ No

If yes, in which language:

Spanish, Somalian, Arabic

Students with Disabilities:

☒ Yes ☐ No

If yes, which disabilities:

Abacus In-Home Tutoring, Inc. will make every effort to accomodate all students with disabilities, including but not limited to those with IEP and/or 504 plan.

#### 18. Session Information:

Ideally, how many days per week would a student be scheduled for services?

2 days

Ideally, for how long each day would a student receive services (in minutes)?

60 minutes

How many hours are required for a student receiving tutoring in your program to achieve their individualized learning goals?

20 hours

Applicants must ensure that the maximum hourly rate identified in number 19 of this application is low enough to allow for the number of hours

required to achieve individualized learning goals or that this number is equal or lesser than the guaranteed number of service hours you identify in number 18.

#### 19. Hourly Rate:

List the maximum fee per hour of instruction, per student. \$65.00

**The MDE does not allow approved SES providers to charge fees outside of the maximum fee per hour of instruction, per student identified above.** The hourly rate should include the cost for all program expenses including, but not limited to: facility expenses, administrative costs, assessment materials, salaries, equipment, software and instructional materials.

**Once approved, providers may not exceed the maximum hourly rate indicated above during the academic year identified in this application.** Changes in hourly fees may be requested in writing to the MDE prior to the beginning of the application process in subsequent years. The request must include the rationale for the change in the charges. Any increase in rates or fees must receive approval from the MDE prior to implementation.

Does your program ever lower the hourly fee to guarantee each student receives a specific number of service hours?

☐ Yes ☒ No

If yes, what is the guaranteed minimum number of service hours each student receives: \_\_\_\_\_

*Applicants must ensure that the maximum hourly rate you identify in this section is low enough to allow for the number of hours required to achieve individualized learning goals you identified in number 18 or that this number is equal to or lesser than the guaranteed number of service hours you identified here in number 19.*

#### 20. Tutor/Student Ratio:

Indicate the maximum number of students who will be assigned to each tutor per session. Student/tutor ratios should fall within the following ranges:

- 1-5 students:1 tutor for non-computer based instruction
- 1-8 students:1 tutor for computer based instruction in a classroom or lab setting
- 1-30 students:1 tutor for online instruction with an off-site facilitator

- 5 \_\_\_\_\_ students:1 tutor—Non-Computer based instruction
- 0 \_\_\_\_\_ students:1 tutor—Computer-based instruction (classroom setting)
- 0 \_\_\_\_\_ students:1 tutor—Online instruction (off-site facilitator)

#### 21. Program Summary:

Please summarize your program in a narrative form. The description should be 1,000 characters or less and include the following information::

- Your approach or model of instruction, including assessment and goal-setting procedures;
- The structure of a standard tutoring session including length of sessions, frequency of sessions, length of sessions and student /teacher ratio;
- The instructional materials that will be used; and
- Tutor qualifications.

*Please note that this summary will be used by the MDE and/or by the LEAs you serve to describe your services to parent(s)/legal guardian(s) and/or to the public. **The MDE reserves the right to edit your description for space considerations, but will not edit for spelling errors or typos. It is highly advised that you proofread your program description carefully.***

**Minimal rewards, up to a total of \$20.00 per student annually, are allowed for attendance or achievement, but may not be advertised in the program description. Technology-based providers that allow students to keep computers at the completion of services may not disclose this information in the program summary.**

Abacus In-Home Tutoring, Inc. has been providing SES in almost 13 states since 2007. Abacus In-Home Tutoring, Inc. offers two programs of instruction: One-on-one in-home and small group tutoring sessions. Small group sessions range of 2-5 students per instructor. After an initial assessment, a student learning plan is developed for each student identifying areas of weakness and setting goals for student achievement. Our tutoring sessions can range from 1–2 hours and 2-3 times per week. The total length of the Abacus In-Home Tutoring, Inc. Program is 20 hours.

Abacus In-Home Tutoring, Inc. utilizes curriculum products published by Pearson Education that are aligned to research-based methods of teaching in both reading and math as well as Michigan standards.

All Abacus In-Home Tutoring, Inc. instructors are highly qualified degreed professionals, certified teachers, or individuals with a minimum of 60 hours of college credit. All instructors have an extensive background check prior to placement with students.

**Instructions:** All responses must comply with stated word or character limits, where applicable. Figures such as tables, charts, graphs can be uploaded at the end of the application, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited. Use American Psychological Association (APA) citation style when referencing your research and provide a reference list that includes every in-text citation. The Reference List should be uploaded in the online application, Section E. Information on APA citation style may be found at the website of the Cornell University Library at the URL:

<http://www.library.cornell.edu/resrch/citmanage/apa>

**Applications that contain plagiarized information will not be considered.**

**Criterion 1 (30 points):**

**Financial Soundness and Management Structure**

**Rationale:** The No Child Left Behind Act of 2001 (NCLB) Section 1116(e)(12)(B)(iii) requires providers to be financially sound. Your application will be evaluated on your ability to demonstrate financial soundness and sound management structure through a review of financial and licensure documentation.

**Required Documentation:** Attach the following documents which will be used to determine that your entity is financially sound. **ALL of these items are required.**

- **Cash-on-Hand:** Applicants must provide evidence that there is enough cash-on-hand to support the business for at least six months. Examples of sufficient evidence are: savings account or checking account statements, notarized letters from investors identifying the investment amount available, evidence of an available line of credit or loan from a financial institution. The amount identified should be enough to cover all projected revenue and expenses for **at least six months for the maximum number of students per district** identified in the application. Narrative text that states the money is available is not sufficient evidence of cash-on-hand.  
**NOTE:** Tax documents are not considered evidence of cash-on-hand. Applications submitted with tax documents as evidence of cash-on-hand are considered incomplete and will not be reviewed.
- **Cash Flow:** Applicants must provide an organizational cash flow that accounts for and details all **monthly projected revenue and expenses for at least twelve months, ending in June 2012.**
- **Expense Minimum:** Applicants must provide a comprehensive list of expenses necessary to serve the **the minimum number of students per district** identified in the application (See Section A, "Basic Program Information" #15).
- **Expense Maximum:** Applicants must provide a comprehensive list of expenses necessary to serve the **maximum number of students per district** as identified in the application (See Section A, "Basic Program Information" #16).
- **Corporate Organization:** Applicants must provide a copy of their business license, if applicable, and formal documentation of corporate legal status as a corporation organized in Michigan or another state (must include copy of certificate of incorporation identifying the state issued corporation ID number), and if relevant, proof of 501(c)(3) tax-exempt status).
- **Insurance:** Applicants must provide a copy of their liability insurance or a recent quote (60 days or less from date of application submission) from an insurance agency that reflects your intent to obtain general liability insurance (Note: the cost of insurance should be included in the cash-flow document and also in the comprehensive list of expenses for the minimum and maximum number of students per district);  
**NOTE: individual school districts may require additional professional liability insurance coverage.**
- **Billing and Payment:** Applicants must provide sample invoices and other business documents for tutoring services identifying that a management structure related to billing and payment for tutoring is in place.
- **Financial Narrative:** Applicants must provide a one-page narrative explaining how the financial documents listed above represent a strong business plan.

The financial documents should only identify revenue and expenses for the Michigan applicant entity. If the applicant entity is part of a national franchise, for instance, only the revenue and expenses directly related to this Michigan applicant entity should be identified in the financial documents. Likewise, if the applicant operates other businesses, the costs associated with these businesses should not be included in the budget. Revenue associated with other businesses may be a viable contribution, but should have sufficient documentation.

**Criterion 2 (15 points):**

**Demonstrated Record of Effectiveness in Increasing Student Academic Achievement**

**Rationale:** : Providers must have a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the state academic content and student achievement standards[NCLB Section 1116(e)(4)(B)]. In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

**Evaluation:** : Your application will be evaluated on your ability to demonstrate your record of effectiveness in Michigan and/or other state(s) in increasing academic achievement, particularly for low-income and/or underachieving students, in the subjects and grade levels in which you intend to provide services. Data that provides evidence of a positive impact on Michigan state assessments will provide the applicant with the opportunity to enhance the score for Criterion 2.

If you have served students as a SES provider in other states but not in Michigan, provide data documenting your effectiveness in those states.

If you have not served students as an approved SES provider, the requirements apply to the instructional program that you propose to use in Michigan.

Evidence that will be considered includes:

- Data that demonstrate a positive impact on national, Michigan, another state's, and/or district assessments;



- Data that demonstrate a positive impact on other independent, valid and reliable assessments (e.g., provider-administered assessments, teacher-administered content area assessments);
- Data that demonstrate a positive impact on course grades;
- Data that demonstrate positive feedback from customers (e.g., parent(s)/guardian(s), students, LEAs) related to the effectiveness of the instructional program)
- Data that demonstrate a positive impact on other indicators (e.g., student attendance, student behavior/discipline, retention/promotion rates, graduation rates).
- Feedback from constituent groups (parent(s)/guardian(s), students, LEAs) about the effectiveness of the proposed delivery model, the instructional program in the intended subject areas and grade levels, particularly for low-income and/or underachieving students.

**Narrative (limit 7,880 characters):** Cite and reference available research studies (as appropriate) and **provide data** that indicate the instructional program has a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services, particularly for low-income and/or underachieving students.

- Use American Psychological Association (APA) citation style when referencing your research and provide a Reference List that includes every in-text citation. The Reference List should be uploaded in Section E. Information on APA citation style may be found at the website of the Cornell University Library at the URL: <http://www.library.cornell.edu/resrch/citmanage/apa>

If you intend to serve students with disabilities or students with limited English proficiency, cite and reference available research studies (as appropriate) and **provide data** that indicate the positive impact your program is expected to have on the academic achievement of those student population(s).

Abacus In-Home Tutoring, Inc. ("Abacus") has a demonstrated record of effectiveness in increasing the academic proficiency of students in reading and mathematics. Abacus has shown a positive impact on student achievement based on an analysis of valid and reliable state performance test results of students participating in the Abacus program. For example, the effectiveness of the Abacus program in Santa Rosa School District (Florida) has been overwhelmingly positive. Of the students at s School (grades three through five) who received supplemental educational services from Abacus during the 2009-2010 school years, 75% passed the Florida FCAT Assessment of Skills and Knowledge in the spring of 2010. The Abacus program has had similar effectiveness in the state of South Carolina as well. A comparison study was conducted in the state of South Carolina on data collected from state Palmetto Assessment of State Standards (PASS) scores from the 2009 and 2010 school year. Based on matched samples of students receiving supplemental services with Abacus with other students from their school, a matched comparison revealed that a greater percentage of students receiving services with Abacus showed growth on the Palmetto Assessment of State Standards (PASS) scale score than those students not receiving supplemental services in English/Language Arts. A higher percentage of students receiving supplemental educational services with Abacus passed the Palmetto Assessment of State Standards (PASS) in 2010 than those not participating in the program. The matched comparison of students was based on a number of characteristics including grade in school, race, free/reduced lunch eligibility, special education status, limited English proficiency, and 2010 (PASS) scale score (South Carolina, SES Preliminary Evaluation Report). This information clearly demonstrates our program's positive impact on increasing student achievement on state assessments. Abacus has also demonstrated its record of effectiveness in increasing student academic achievement as measured through other independent, valid and reliable assessments. Based on an analysis of valid and reliable performance data gathered from Abacus programs, achievement levels increased drastically for those students completing the Abacus program. In Leon County (Florida), students completing the Abacus supplemental educational services program (all students from a racial minority) in reading/English Language Arts and/or mathematics showed an average grade level increase of over one full grade level as measured by the Kaufman Test of Educational Achievement. Of the students with disabilities finishing the program, 75% met or exceeded their academic goals and over 93% of all students finishing the program showed academic improvement. Similarly, Abacus has shown a positive impact on student achievement based in the state of Ohio using nationally norm-referenced assessments published by Pearson Education. For example, the effectiveness of the Abacus program in Canton School District has been overwhelmingly positive. Of the students enrolled with Abacus(grades first through eighth) who received supplemental educational services from our organization during the 2009-2010 school years, students exceeded learning gains outlined on the student learning plans. Each student enrolled in this program received approximately 25 hours of one-on-one instruction. Student achievement was measured by the Kaufman Test of Educational Achievement. Canton students who were enrolled in the Abacus SES program experienced an average equivalency increase of 1.5 grade levels in reading and 1.02 grade levels in mathematics. The average increase among minority students serviced in the district was even higher with increases of approximately 1.6 grade levels in reading and 1.5 grade levels in mathematics. Moreover 86% of the students enrolled in the Abacus program completed the program in Canton. Similarly during the 2009-2010 school year in Parma, OH, of the students finishing the Abacus program the average growth of the program was over 1.6 grade level equivalencies with approximately 98% of the students showing academic improvement as measured by the KTEA. A study on peer tutoring and mentoring services for disadvantaged children found that individualized, supplemental educational services like those provided by Abacus, along with mentoring, have a definite impact on low-income or under-achieving students. Individualized instruction allows students, in an average of 12 to 15 weeks, to attain the academic goals set for them at the onset of their program. The Abacus program has also been analyzed by third party researchers to determine program effectiveness. In 2008 M&I Consulting Network conducted detailed data analysis on the Abacus program. M&I reported compelling evidence that the Abacus program benefits student academic performance. Statistical analysis provides compelling evidence that the positive change realized by the vast majority of students was the result of the Abacus tutorial program. Nearly all students showed improvement in academic skills as measured by the Kaufman Test of Educational Achievement in reading and mathematics. Many of these students showed statistically significant improvement (P. M&I Consulting Network, Inc. 5318 E. 2nd St. #700 Long Beach CA 90803). In addition to state and provider administered assessment data, Abacus has an effective methodology in place in order to analyze the success of the Abacus program on raising student achievement levels. This methodology involves regular self-monitoring measures to gauge the effectiveness of the program and working with LEAs and SEAs to collect information each has obtained relating to effectiveness of the Abacus program. A primary means is through Abacus teacher evaluation surveys. In the 2009-2010 school year, Abacus received written classroom teacher evaluations from participating Title I schools in Florida. Some of the districts in which teachers/district officials provided feedback include Okaloosa County School District and MSD Wayne Township School District. All teachers/district officials responded positively in regards to student growth in either reading and/or math. 38 out of 39 teachers affirmed with a "yes" to the question: "Overall, do you feel that your student(s) gained academic achievement due to Abacus tutoring?" Additionally, a sample of school district official and parent/guardian testimonials included: "I highly recommend Abacus. They have shown a high regard for the students in their program, combined with professional attitude that has proven to be a success." – J. Calderone. "I would strongly recommend Abacus In-Home Tutoring to any parent that is looking for academic tutoring. Watching your child's grades and self confidence improve is priceless" – J. Elg. Such positive feedback is indicative of the positive impact made thus far on thousands of children around the country. Abacus conducts regular self-monitoring measures to gauge the effectiveness of the program. One such measure is rating parent/guardian satisfaction. During the 2009-2010 school year in Polk County School District (Florida), Abacus received feedback from 20 parents/guardians

on tutor performance, whether or not the parent(s)/guardian(s) felt their student made improvements as a result of the tutoring sessions, and if they would recommend Abacus to other parents. Tutors were rated in the following areas on a scale of 1-5 with 5 being the highest. The average marks tutors received from the parent(s)/guardian(s) of students they serviced were as follows: 4.75 in punctuality, 5 in professionalism, 5 in rapport with students, 5 in communication with parent, and 5 in materials utilized. When asked if they felt that their child had made improvements as a result of the tutoring sessions, all parents surveyed expressed that they felt improvements had been made. Each parent/guardian surveyed stated that they would recommend Abacus to other parents/guardians. Similar satisfaction results were gathered from a program conducted in Greenville, South Carolina. All the parent surveys received from parents/guardians who had students enrolled in the Abacus program noted "satisfactory" to a number of questions based on services (with unsatisfactory being the other option). The positive impact exhibited in the Polk County and Greenville School Districts by the Abacus program is indicative of the quality SES programs Abacus provides all students.

### Criterion 3 (10 points):

#### Evidence of a High Quality, Research-Based Instructional Program Designed to Increase Academic Achievement

**Rationale:** By definition, SES is tutoring and other enrichment services that are high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (January 14, 2009), the major focus of NCLB is to utilize only those educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

**Evaluation:** The application will be evaluated on the applicant's ability to demonstrate that the instructional program is (1) high quality and research-based, designed to increase student academic achievement; (2) aligned to Michigan content standards (e.g., Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant proposes to serve. You must describe the findings of any academic research that support major elements of your instructional program. See also, the Michigan Department of Education website for the Common Core State Academic Standards:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_30334\\_51042-232021--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021--,00.html)

Major elements must include:

- Instructional strategies;
- Time on task;
- Special instructional materials;
- Use of technology; and
- Other relevant program components.

**Narrative (limit 7,880 characters):** Clearly and specifically explain the ways in which the instructional program is (1) high-quality and research-based, and designed to increase student academic achievement; (2) aligned to Michigan content standards for the grade levels the applicant intends to serve.

Describe the findings of any academic research that supports the major elements of the instructional program. Major elements must include instructional strategies, time on task, special instructional materials, use of technology, etc. Cite and reference available research studies (as appropriate) and **provide data** that supports your position and findings. **Use APA citation style as described in Criterion 2.**

Abacus In-Home Tutoring, Inc., ("Abacus") offers each student high-quality supplemental educational services in reading and mathematics through the use of the two Abacus modes of instruction. With the Abacus In-Home Tutoring option, each student is provided one-on-one instruction in the privacy of their own home. A research study conducted by Topping found "The average student that receives one-on-one tutoring scores approximately two standard deviations above another student that only receives a typical day's worth of classroom instruction." (Topping, 1998) Research shows that small group instruction is also highly effective as provided in the Abacus Choice program. Tutoring conducted in low student to instructor ratios is also highly beneficial and leads to increased student performance in learning activities (research supported by Al-Hazza, T. C., & Gupta, A. (2006). Reading tutor checklist: A guide for supplemental reading support for volunteer tutors. Preventing School Failure. 50, 15-22.). The single variable associated with lack of success in either one-on-one tutoring or small group sessions is a student's lack of attendance (Hartzog, 2007). The Abacus program is designed to maximize student attendance by first allowing the parents to choose their preferred model and then selecting the most convenient time for sessions to occur.

Abacus tutors provide instruction that is logical, sequential, and based on complete understanding of lower level skills before proceeding to more difficult ones. Students who experience success become more confident learners and develop a greater level of self-efficacy (Truschel, 2004). Abacus tutors use the scaffolding approach to accommodate individual student needs and provide necessary support to students in applying new skills and strategies independently. Scaffolding instruction is tailored to the individual student, both actively diagnosing deficits in learning and understanding while simultaneously reducing frustration and anxiety in overcoming those deficits (Larkin, 2002). Scaffolding instruction sustains attention by providing clear direction and reducing confusion (Van Der Stuyf, 2002). Whether in Abacus In-Home Tutoring Services or Abacus Choice Small Group Tutoring, the company's unique approach to tutoring has had a definite impact on low-income or under-achieving students. Each student is matched with a tutor who is qualified in the subjects where the highest need of remediation is required for that student. Students with disabilities, 504 plans, and/or IEPs will be matched with tutors who have

backgrounds in special education as well as appropriate credentials. Many Abacus tutors have advanced degrees in Special Education, Counseling, Education, etc. Abacus instruction is organized and presented in a manner designed to meet specific achievement goals of each student. Our organization utilizes instructional materials published by Pearson Education, Inc. as instructional resources for Abacus In-Home Tutoring Services and the Abacus Choice Small Group program. Our organization's curriculum resources are customized for each student so remediation is provided for specific skill gaps. Curriculum and instructional materials address NCTM and Michigan GLCES. Abacus lesson materials are configurable by subject, grade level and competency area to ensure proper adaptation for each student's needs. Instructors use the student's customized lesson materials to focus on increasing the student's knowledge and understanding of deficient core competencies. Abacus tailored resources and targeted instruction ensures that students receive intensive instruction to aid in increasing their achievement. Instructional resources, materials, activities, and various manipulatives are introduced to students in a progressive manner. This process ensures students will completely understand educational goals as set forth in their student learning plans from simple to more complex. Research shows that the value of tutoring services is maximized when it occurs in conjunction with classroom and other instructional services (Gibbs, 2006), which is a foundational element of Abacus In Home Tutoring Services and the Abacus Choice Small Group program. Abacus tutoring services are further characterized by continuity of instruction. Typically, a single tutor works with the child for the duration of services. Abacus tutors are thoroughly knowledgeable in the subject matter presented as well as how children learn. Well trained tutors have proven effectiveness over novice tutors, often improving student's letter grades by as much as two letters in a short period of time (Truschel, 2007). Tutoring occurs one on one in the student's home environment or in small groups at a secure, public location. In either setting, students may take risks and not be penalized for errors made in the learning process. The Abacus program allows for maximized achievement results. Moreover, Abacus program is of high quality because students receive individualized attention. Students spend 100% of time on task because instructors are able to devote their full attention to one or a small student group. To date our program has effectively helped SES students in almost 30 states reach proficiency in state standards. Sessions are of sufficient duration (1 hour – 2 hours) to cover the material presented and of sufficient frequency (one to two times per week) to maximize retention. JD Bransford, et al. found "The amount of time on task is one of the most basic predictors of student performance" (J.D. Bransford, 2000). All of Abacus Supplemental Education Services occur outside of the regular school day. Specifically, tutorial sessions will only occur before school hours, after school hours, weekends, during summer, and spring break. A variety of academic experts and organizations have researched and concluded that students excel when they receive individualized, tailored instruction. This observation is supported by studies such as One-to-One and Small Group Tutoring: A Best-Evidence Synthesis, conducted by John Hopkins University (Wasik, Barbara). In this study a structured reading approach was developed and evaluated which emphasized direct teaching of meta-cognitive strategies in beginning reading. Research for review criteria included one-to-one instruction to students in primary grades that are learning to read. Across ten separate studies involving five different tutoring methods, effect sizes were unanimously and substantially positive. The study found that one-to-one instruction resulted in less retention in grade, fewer referrals to special education, and lasting effects (One-to-One and Small-Group Tutoring: A Best Evidence Synthesis, Project Director Barbara Wasik 1993). Furthermore, a study on peer tutoring and mentoring services for disadvantaged children found that individualized, supplemental educational services like those provided by our organization, along with mentoring, have a definite impact on low-income or under-achieving students. According to the study, tutoring and mentoring "can accrue benefits to disadvantaged secondary school students in two important areas: academic achievement and social integration" (Pringel, Beverly and others 1993. Peer Tutoring and Mentoring Services for Disadvantaged Secondary School Students: An Evaluation of the Secondary Schools Basic Skills Demonstration Assistance Program). It is these theoretical and empirical findings regarding individualized instruction that have directly impacted the development of the Abacus highly effective tutorial program. The supplemental educational services Abacus provides allows students, in the span of 1 to 2 hours per tutorial session, an opportunity for immediate reinforcement of the components of each lesson individualized for each student.

[NCLB Section 1116(e)(4)(B)].

#### Criterion 4 (10 points):

Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – *Connection to Content Expectations*

**Rationale:** NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p.15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (*Final Title I Regulations of October, 2008*).

program's connection to specific state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve.

**Narrative (limit 1,970 characters):** Describe how the instructional program connects to specific Michigan content standards. The applicant entity must **provide sample student learning objectives and demonstrate alignment** to specific state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve. See also, the Michigan Department of Education website for the Common Core State Academic Standards: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_30334\\_51042-232021--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021--,00.html) Cite and reference available research studies (as appropriate) and provide data that supports your position and findings. **Use APA citation style as described in Criterion 2.**

Instruction provided by and the content utilized by Abacus In-Home Tutoring, Inc. are designed to be consistent with LEA and Grade Level Content Standards of the State of Michigan. Student program goals and curriculum frameworks are developed in collaboration with classroom teachers, school district personnel and are specifically designed to be aligned with the applicable content and grade expectations as outlined by the MDE. For example, Third Grade mathematics students are instructed in Number and Operations and to understand and use number notation and place value (N.ME.03.01 – N.ME.03.03) and to measure and use units for length, weight, temperature and time (M.UN.031-M.UN.03.08) as well as all other State expectations and standards for Mathematics. Third Grade reading students are specifically instructed in word recognition and word study (R.WS.03.01-R.WS.03.06) and comprehension (R.CM.03.01-R.CM.03.04) as well as all other State expectations and standards for Reading. Abacus In-Home Tutoring, Inc.'s programs are specifically developed to be directly aligned with instructional programs of each school district intended to be served. Programs are instructed by qualified professionals that are experienced in addressing specific goals derived from pre-assessments, state content levels and expectations, and local standards; all of which are included in a customized Student Learning Plan. Instruction is always logical, sequential and based on the student's demonstrated understanding of relevant objectives. At the beginning of each tutoring session, the tutor will review background knowledge with the student[s] before initiating new instruction. After the review of prior knowledge, Abacus In-Home Tutoring, Inc. tutors introduce the learning objectives for that session using the initial learning goals set, appropriate State adopted academic content standards, and the school's curriculum as a guide for what skills to teach and reinforce. An Abacus In-Home Tutoring, Inc. tutor will determine which performance indicator(s) the student does not fully understand, and precisely target where intervention is necessary.

#### Criterion 5 (10 points):

##### Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Staff Qualifications

**Rationale:** NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (*Final Title I Regulations of October, 2008*).

**Evaluation:** The application will be evaluated on the applicant entity's ability to demonstrate that there is a process for ensuring staff is qualified to deliver the required program, content and instruction, and there is a plan for ongoing professional development and supervision. This section should include:

- Clearly defined instructor qualifications
- Evidence that instructors possess the minimum of a high school diploma
- Evidence that a systematic plan for professional development is in place that includes the following:
  - Instructional strategies
  - Focus on student learning
  - Assessment & communication of progress to students, parents, and LEAs
  - Documentation of tutoring sessions and student progress
  - Differentiation of instruction based on diagnosed student needs
  - Feedback to students and employees

**Narrative (limit 1,970 characters):** Describe the process for ensuring staff is qualified and describe plans for ongoing professional development and supervision. The plan must be detailed and specific.

Abacus In-Home Tutoring, Inc. hires only highly qualified, skilled supervisory and instructional staff including certified teachers and degreed professionals, and individuals with a minimum of 60 hours of college credit. Preference is shown to applicants with teaching certifications, experience teaching reading and/or mathematics, and/or individuals with advanced degrees, as well as specific experience working with Title I students. Abacus In-Home Tutoring, Inc. requires that each tutor provide a resume, a copy of their degree, and references before any interviews are scheduled. No applicant for Abacus In-Home Tutoring, Inc. is officially hired or able to receive student assignments until a thorough background check is completed and no findings are evident. Abacus In-Home Tutoring, Inc. provides initial training and continuing professional development to staff. Initial training covers Abacus In-Home Tutoring, Inc. policies and procedures, the EIA Code of Ethics, conducting assessments, and completing required documentation. Initial professional development consists of effective utilization of the Abacus In-Home Tutoring, Inc. curriculum, Michigan state standards, and instructional strategies. Additional training topics include employing Differentiated Instruction, serving students in special populations, the philosophies and principles of the National Teachers of ESOL, and the provisions outlined in the Individuals with Disabilities Education Act and student IEP and/or 504 plans. Abacus In-Home Tutoring, Inc. supervisory staff evaluate the effectiveness of Abacus In-Home Tutoring, Inc. instructors continuously to ensure that each student is receiving quality SES. This is done through the review of activity logs on a bi-weekly basis and progress reports monthly to ensure sessions are directly connected to educational goals and objectives outlined in the student's SLP. This documentation is reviewed by experienced supervisory staff that compares the delivered instruction to the goals of each student's SLP. Abacus In-Home Tutoring, Inc. supervisory staff also conducts random monitoring visits to provide Abacus In-Home Tutoring, Inc. instructors with feedback and guidance regarding instruction.

#### Criterion 6 (10 points):

##### Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Assessment of Student Need

**Rationale:** NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p.15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

**Evaluation:** The application will be evaluated on the applicant entity's ability to demonstrate that a specific process is used to assess student need, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs. The applicant must:

- Provide evidence an objective assessment is in place;
- Describe the frequency of objective assessment administration
- Provide evidence of a systematic process to analyze the results of the objective assessment

**Narrative (limit 1,970 characters) :** Describe the plan to assess student academic need, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs. Provide detailed evidence of a comprehensive, systematic process for analyzing results to identify student needs, skill or knowledge gaps, and prescribing an instructional program based on student needs

Abacus In-Home Tutoring, Inc. meets state and local requirements for creating individual learning plans that address specific student needs as documented by assessments. Abacus In-Home Tutoring, Inc. conducts pre-and post-assessments in reading and mathematics to determine proficiency levels before and after the tutoring program. Depending upon each student's grade, age, and mode of instruction one of the following assessments will be used to identify knowledge and skill gaps and set measurable goals: The Kaufman Test of Educational Achievement II (KTEA II), KTEA, Reading and Math Level Indicator Tests (RLI and MLI), and/or the Group Reading Assessment Diagnostic Evaluation and Group Mathematics Assessment Diagnostic Evaluation (GRADE and GMADE). These same tools will be used as screening, diagnostic, and progress monitoring assessments. Each test is nationally norm-referenced and published by American Guidance Services, Inc. Following the assessment, Abacus In-Home Tutoring, Inc. will coordinate a meeting with the student's parent(s)/guardian(s), applicable classroom teacher(s) and appropriate school district personnel to develop the student's individual Student Learning Plan (SLP). The completed SLP will include short term, intermediate and long term goals for the student that are specific, measurable, timely, realistic, and relevant. Abacus In-Home Tutoring, Inc. uses research-based, key instructional strategies that are based largely on scaffolding instructional techniques. Scaffolding involves 3 stages of instruction: modeling, guided practice, and independent practice. The scaffolding instructional technique has proven highly effective for students enrolled in the Abacus In-Home Tutoring, Inc. program as it ensures instruction is conducted at the pace of the individual student allowing for complete understanding of skill objectives prior to addressing others.

#### Criterion 7 (10 points):

##### Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – *Communication Plan*

**Rationale:** NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p.15).

**Evaluation:** The application will be evaluated on the applicant entity's plan for communicating student progress to LEA(s)/teacher(s) and to parent(s)/guardian(s). The applicant must:

- Provide evidence that written progress reports occur regularly;
- Provide evidence that communication between the applicant and the stakeholders is documented;
- Describe the process for obtaining parent feedback related to their child's instructional goals.
- Describe how the processes may address parent reluctance or non-responsiveness to the applicant's efforts to engage and communicate with the parent about instructional goals and the child's progress.

**Narrative (limit 1,970 characters):** Describe the plan for obtaining parent feedback related to identification of specific instructional goals and communicating student progress to LEA(s)/teacher(s) and to parent(s)/guardian(s).

Parents of students enrolled in the Abacus In-Home Tutoring, Inc. ("Abacus") program are encouraged to be involved in their student's program from the goal setting process to the post-assessment and are fully informed of their student's current level of achievement every step of the way. Once Abacus is selected as a student's provider, an Abacus representative contacts that student's family to welcome them into the program and to arrange a convenient time for an initial assessment. Abacus conducts a consultation with the parents to learn about their thoughts on their student's academic strengths, areas in need of improvement, and attitude toward specific subjects. Parents work in collaboration with Abacus staff and school district personnel to develop specific, measurable, relevant, academic goals for the student. During the in-home tutoring sessions, parents/guardians are updated on their child's progress at the conclusion of each session and additionally they must sign a copy of the activity log outlining each lesson. Parent/guardian comments and concerns are noted on this report. Abacus instructors of students enrolled in Abacus Choice small group sessions make themselves available to parents/guardians for weekly conferences either in person or by phone. Both parents/guardians and appropriate school district personnel receive monthly written progress reports identifying student progress toward the short, intermediate, and long term goals developed in the SLP. These reports highlight the goals being addressed during that period, each student's achievement toward these goals, areas in need of improvement, and methods and suggestions the parent and the classroom teacher may wish to use to enrich the student's academic experience. If parent/guardian is reluctant or non-responsive Abacus tutor will notify Abacus corporate program manager and Abacus corporate personnel will contact school district/teacher to try to engage and communicate with parent/guardian to commence tutoring and to participate in the setting student(s) goals/progress. Abacus utilizes periodic teacher surveys requesting information on student's academic and behavioral performance which assist Abacus in being able to ascertain if the student's goals are being met.

#### Criterion 8 (5 points):

##### Fluency and Mechanics

**Rationale:** By definition, SES is tutoring that is high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (January 14, 2009), the major focus of NCLB is to utilize only those educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*).

**Evaluation:** The application will be evaluated on the applicant entity's ability to demonstrate that entity leaders have a basic understanding of basic mechanics and grammar, and the ability to communicate effectively with parents, districts and employees.

**Narrative:** No additional narrative should be submitted for this criterion. The narrative supplied for criteria 1-7 will be used to demonstrate fluency and mechanics and as a basis for scoring Criterion 8.

#### **Criterion 9 (5 points):**

Applicants proposing to serve grade levels 7-12 and provide tutoring in **math and science both** to grade levels 7-12 will receive **5 bonus points** to be added to the total score. Bonus points do not apply to the minimum points required in each criterion.

**Rationale:** By definition, SES is tutoring that is high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. The goal of SES is to increase eligible students' academic achievement in a subject or subjects that the State includes in its ESEA assessments under Section 1111 of the ESEA, which must include reading/language arts, mathematics, and science, as well as English language proficiency for students with limited English proficiency (LEP). *Non-Regulatory Guidance, Supplemental Educational Services*, January 2009. Michigan's experience is that there is a great need for improved achievement in mathematics and science, particularly at the middle and high school grade levels.

**Evaluation:** 5 Bonus Points will be added to the total application score for those applicants proposing to serve grade levels 7-12 and provide tutoring in **mathematics and science both**, for grade levels 7-12. Bonus points do not apply to the minimum points required in each criterion. In order to receive Bonus Points, the provider must propose to offer mathematics and science, and **all** of the grade levels 7-12.

**Narrative:** No additional narrative should be submitted for this criterion. Information about meeting this criterion will be obtained from Section A, numbers 13 and 14.

### **SECTION C. ASSURANCES**

By electronically submitting the SES provider application, I certify that I have read and understand each of the following statements, agree to be held accountable for the content of each, and understand that the MDE may invoke disciplinary action at any time, up to and including removal from the Approved List, based upon evidence that I have violated any of these Assurances.

1. The applicant entity certifies that the instructional program described in the application is the instructional program that will be offered to students.
2. The applicant entity certifies that the instruction and content that will be offered is secular, neutral, and non-ideological.
3. The applicant entity is responsible for payment of all payroll taxes and other business expenses or fees.
4. The applicant entity will be available to provide services in a district as required by the district's enrollment procedures or contract.
5. The applicant entity will serve all qualified eligible children whose parent(s)/guardian(s) register for services from the applicant entity, on a fair and equitable basis and in accordance with the terms specified in the application.
6. The applicant entity will promptly notify the district, in writing, within three business days, if it does not meet its minimum or exceeds its maximum number of students.
7. The applicant entity will provide parent(s)/legal guardian(s) of children receiving services, and district personnel, information on students' academic progress in an understandable format and language on a regular basis consistent with this application.
8. The applicant entity will provide evidence to the district (before services are delivered) that individuals providing services to children have successfully completed fingerprinting and criminal background checks as required in the district contract.
9. The applicant entity will not disclose to the public the identity of any student eligible for or receiving SES without the written permission of the parent(s)/guardian(s). All public requests for student information should be directed to the district.
10. The applicant entity ensures that the entity is financially sound and agrees to notify the MDE and district, in writing within ten business days, if and when it is no longer financially sound.
11. The applicant entity agrees to follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times. This includes, but is not limited to, provision of occupancy permits and fire marshal reports to districts, if requested.
12. The applicant entity will not discriminate on the basis of race, national origin, sex, or disability in accepting students and providing students

with SES under Title I (in general, a provider may not, on the basis of disability, exclude a qualified student with disabilities or a student covered under Section 504 if a student can, with minor adjustments, be provided SES designed to meet the individual educational needs of the student).

13. The applicant entity will provide services consistent with the qualified student's individualized education program under the Individuals with Disabilities Education Act (IDEA) if the student is covered under IDEA or Section 504 of the Rehabilitation Act of 1973 if the entity proposes to serve such students.
14. The applicant entity will comply with the MDE Standards for Monitoring SES Providers. The applicant entity agrees to make all documents available to the MDE or district for inspection/monitoring purposes, and participate in site visits at the request of the MDE or the district.
15. The applicant entity agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
16. The applicant entity further ensures that it will provide written notification to MDE, when SES will no longer be provided, thirty days prior to termination of services.

#### SECTION D. SES PROVIDER CODE OF ETHICS

**By electronically submitting the SES provider application, I certify that I have read and understand each of the following statements, agree to be held accountable for the content of each, and understand that the Michigan Department of Education (MDE) may invoke disciplinary action at any time, up to and including removal from the approved list, based upon evidence that I have violated any of section of the SES Code of Ethics.**

1. Providers must accurately and completely describe services to consumers in terms that are easy to understand. Reading level for informational materials should be no higher than eighth grade.
2. Providers must create and use promotional materials and advertisements that are free from deception. Deception may include, but is not limited to, misrepresentation through implied or stated endorsement for the provider by a school district, school building or its staff or representatives.
3. Providers must not misrepresent to anyone the location of a provider's program or the approval status of a program. If the location of services is dependent upon a minimum student enrollment or the approval of a district, the provider shall indicate the applicable contingencies in its marketing materials.
4. Providers must not publicly criticize or disparage other providers.
5. Providers must not engage in false advertising about other providers' programs.
6. Providers must comply with each district's enrollment procedures.
7. Providers must not distribute a district enrollment form that has the selected provider's name pre-printed as part of the form. The provider may not modify or alter the district enrollment form in any way.
8. Providers must not encourage or induce students or parents to switch providers, once enrolled, without approval by the district. Providers may not create or distribute enrollment change forms for this purpose.
9. Providers must maintain a system of addressing consumer grievances and concerns and must immediately report any grievances to both the district and MDE.
10. Providers must not charge districts more than the maximum hourly rate identified in the application, nor charge districts any additional fees.
11. Providers must not make payments or in-kind contributions to a district, exclusive of customary fees for facility utilization or transportation.
12. Providers must not compensate district employees in exchange for access to facilities, registration, to obtain student lists, or to encourage any district employee to violate district policies or procedure including conflict of interest.
13. Providers must not solicit or accept an exclusive arrangement with any district or school (including, but not limited to, an exclusive right to conduct in-school assemblies or other marketing activities).
14. Providers may not seek access to individual classrooms or interrupt instructional time during the school day for any reason.
15. Providers may not employ any SES-eligible or enrolled student.
16. Each parent of an eligible student who is hired by a provider must have a written job description and must be compensated on the same basis as all other employees of the provider who perform similar work. No parent may receive any commission or other benefit related to the enrollment of their child in a provider's program, nor may a parent be subject to any employment action by the provider on account of the parent's selection of an SES program for their child.
17. Any school personnel employed by an SES provider shall not recruit students to a provider's program, engage in marketing activities on



behalf of a provider, or otherwise promote or encourage students to enroll in a specific provider's program. This restriction does not apply to school districts that are approved SES providers. Please see #20 below for specific guidance regarding marketing and recruiting in school districts that are approved SES providers.

18. Providers shall not employ any district employees who currently serve in the capacity of Principal, Assistant Principal, building SES Coordinator, or district SES Coordinator.
19. Providers shall not employ any individuals, including teachers, parents or community leaders, who have any decision-making authority over a school district or school site. The sole exception shall be in school districts that are considered rural and where there are few providers.
20. Where a school district or a school is also an approved provider of SES, district personnel assigned SES provider responsibilities shall avoid all conflicts of interest or favoritism, including the following:
  - a. Individuals employed by the district for this purpose shall not present marketing or recruitment information on any occasion unless all other providers approved for the schools served are offered the same opportunity to present information or recruit students.
  - b. The district shall ensure that the individual has no greater access to parents and students at provider fairs, school assemblies, and other, similar occasions than is afforded to all other providers. "Access" means the amount of speaking time available, the space used, and any other resources allocated to providers.
  - c. Individuals serving as an approved SES provider shall have duties that are entirely distinct from those of any other district employee who performs oversight with respect to the provision of SES. This prohibits the district SES provider from duties such as serving as the district's liaison to all SES providers within a school or schools, or assigning students to other providers.
21. Before or during the registration period, providers must not distribute any objects (such as gift cards, money, pencils, balloons, candy, Frisbees, tote bags, etc.) to parents or students. Informational program materials should be printed on paper.
22. Before or during the registration period, providers must not verbally or nonverbally promise or reference any objects or rewards that will be provided upon registration, program completion or as student rewards during the provision of services.
23. Informational program materials, including the 150-word program summary, must not verbally or non-verbally promise or reference any objects or rewards that will be provided upon registration, program completion or as student rewards during the provision of services.
24. During the provision of SES, providers may not exceed a total of \$20.00 per student annually for rewards. These rewards may not be identified in any written informational material or identified verbally to parents until AFTER enrollment.
25. Technology-based providers may not advertise computers as a reward for program completion. Students may keep computers at the cessation of tutoring services, but providers must fully disclose information about the computers as detailed in the MDE Policy of December 15, 2008. This information may not be included in any written informational material or identified verbally to parents until AFTER enrollment. Computers are not subject to the \$20.00 annual cap on rewards.
26. Providers must not attempt to influence or bias parents when performing an evaluation of the provider's services and achievement of the student's individualized learning goals.
27. A provider shall not use information provided by parents of SES-enrolled students for any commercial purpose without securing the parent's prior written consent for the intended use of the specified information, except that a provider may use parental contact information to communicate about SES with the parents of students served by that specific provider in any prior year.
28. Providers must serve substantially all students registered and immediately communicate to the district any students who cannot be served or who drop out of the program.
29. Providers may not solicit confidential information on minor students without the written consent of parents and/or the school district. This includes, but is not limited to, collecting student or parent information such as addresses, phone numbers, or email addresses.

#### SECTION E.

Reference List:	<a href="#">Reference List Abacus.pdf</a>
Business License:	<a href="#">Business License Abacus.pdf</a>
Insurance or Insurance Quote:	<a href="#">Insurance Abacus.pdf</a>
Cash Flow:	<a href="#">Cash Flow Projection11_12 MDE Abacus.pdf</a>
Expense Minimum:	<a href="#">Expense Minimum.pdf</a>
Expense Maximum:	<a href="#">Expense Maximum.pdf</a>
Evidence of Cash-on-Hand:	<a href="#">Evidence of Cash on Hand.pdf</a>
Billing and Payment:	<a href="#">Billing and Payment Abacus.pdf</a>
Financial Narrative:	<a href="#">Financial Narrative Abacus.pdf</a>
Tables, Charts and Graphs to Support Criteria (optional), and Reference List:	<a href="#">Charts Data Program Effectiveness Abacus.pdf</a>



**ABACUS IN-HOME TUTORING, INC.**  
**TAMPA, FLORIDA**  
**AUDITED FINANCIAL STATEMENTS**  
**DECEMBER 31, 2010**

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<b>AUDITED FINANCIAL STATEMENTS</b>	
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<b>NOTES TO FINANCIAL STATEMENTS</b>	<b>5</b>

**PEREZ & COMPANY**  
CERTIFIED PUBLIC ACCOUNTANTS  
PROFESSIONAL ASSOCIATION

201 EAST KENNEDY BOULEVARD  
SUITE 420  
TAMPA, FLORIDA 33602  
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FRANK PEREZ, JR., C.P.A.  
FRANK PEREZ, III, C.P.A.  
—◆—  
JEFFREY C. MILLER, C.P.A.  
EMERITUS  
—◆—

MEMBERS  
AMERICAN INSTITUTE OF CERTIFIED  
PUBLIC ACCOUNTANTS  
FLORIDA INSTITUTE OF CERTIFIED  
PUBLIC ACCOUNTANTS

**Independent Auditors' Report**

**The Board of Directors  
Abacus In-Home Tutoring, Inc.**

We have audited the accompanying balance sheets of Abacus In-Home Tutoring, Inc. (a Florida Corporation) (the Company) as of December 31, 2010, and the related statements of income and retained earnings, and cash flows for the year then ended. These financial statements are the responsibility of the Company's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted the audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control over financial reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the December 31, 2010, financial statements referred to above present fairly, in all material respects, the financial position of Abacus In-Home Tutoring, Inc. as of December 31, 2010, and the results of their operations and their cash flows for the years then ended, in conformity with accounting principals generally accepted in the United States of America.

  
Perez & Company  
Certified Public Accountants

February 8, 2011

## ASSETS

	<u>2010</u>	<u>2009</u>
<b>Current Assets</b>		
Cash in Bank	\$43,202	\$9,928
Accounts Receivable	331,850	42,581
Due from Stockholder		<u>1,000</u>
Total Current Assets	<u>375,052</u>	<u>53,509</u>
<b>Total Assets</b>	<u>\$375,052</u>	<u>\$53,509</u>

## LIABILITIES & STOCKHOLDERS EQUITY

<b>Current Liabilities</b>		
<b>Loans Payable</b>	<u>\$450,000</u>	<u>\$145,000</u>
<b>Stockholders Equity</b>		
<b>Common Stock</b>	1,000	1,000
<b>Retained Deficit</b>	<u>(75,948)</u>	<u>(92,491)</u>
<b>Total Stockholders Equity</b>	<u>(74,948)</u>	<u>(91,491)</u>
<b>Total Liabilities &amp; Stockholders Equity</b>	<u>\$375,052</u>	<u>\$53,509</u>

**ABACUS IN-HOME TUTORING, INC.**  
**Statements of Income and Retained Earnings**  
**For the Years Ended December 31, 2010 and**  
**December 31, 2009**

	<u>2010</u>	<u>2009</u>
Revenues	<u>\$627,395</u>	<u>\$108,229</u>
Operating Expenses		
Salaries	388,851	98,564
Payroll Taxes	31,006	23,461
Advertising & Marketing	4,178	1,067
Background Checks	4,730	3,348
Computer Expenses	4,591	2,207
Contract labor	59,815	4,005
Conference Expenses		5,249
Contributions	440	
Entertainment	103	129
Insurance	5,909	3,248
Office Supplies & Expenses	8,499	9,664
Postage & Delivery	21,370	12,139
Printing & Reproduction	4,874	9,565
Professional Fees	4,098	2,504
Provider Fairs & Meetings	28,776	
Rent	26,120	10,812
Taxes & Licenses	6,166	1,023
Telephone	4,949	2,151
Travel	<u>6,377</u>	<u>11,584</u>
Total Operating Expenses	<u>610,852</u>	<u>200,720</u>
Net Income (Loss)	16,543	(92,491)
Retained Earnings (Deficit), beginning of Year	<u>(92,491)</u>	<u>0</u>
Retained Earnings (Deficit), end of year	<u><u>(\$75,948)</u></u>	<u><u>(\$92,491)</u></u>

**ABACUS IN-HOME TUTORING, INC.**  
**Statements of Cash Flows**  
**For the Years Ended December 31, 2010 and**  
**December 31, 2009**

	<u>2010</u>	<u>2009</u>
<b>Cash Flows Provided (Used) from Operating Activities</b>		
Net Income (Loss)	\$16,543	(\$92,491)
Cash Flows Provided (Used) by current accounts		
Accounts Receivable	(289,269)	(42,581)
Due from Stockholder	<u>1,000</u>	<u>(1,000)</u>
<b>Total Cash Flows Used by Operating Activities</b>	<u>(271,726)</u>	<u>(136,072)</u>
 <b>Cash Flows from Financing Activities</b>		
Loans Payable	305,000	145,000
Common Stock		<u>1,000</u>
<b>Total Cash Flows Provided by Financing Activities</b>	<u>305,000</u>	<u>146,000</u>
<b>Net Increases in Cash</b>	33,274	9,928
<b>Cash at Beginning of Year</b>	<u>9,928</u>	<u>0</u>
<b>Cash Balance at End of Year</b>	<u><u>\$43,202</u></u>	<u><u>\$9,928</u></u>

**ABACUS IN-HOME TUTORING, INC.  
TAMPA, FLORIDA  
NOTES TO FINANCIAL STATEMENTS  
DECEMBER 31, 2010**

**NOTE 1 – FORMATION AND OPERATION OF THE COMPANY**

Abacus In-Home Tutoring, Inc. ("Abacus" or the "Company") was incorporated in the State of Florida in August, 2007 and began providing its services in 2009.

Abacus provides oversight for tutoring programs (known as Supplemental Educational Services) conducted under the No Child Left Behind Act. Specifically, Abacus files an application to become a provider of Supplemental Educational Services with State Educational Agencies. Once approved, Abacus is responsible for maintaining the approval status by ensuring that the tutoring programs conducted are in compliance with the terms of the approved application. Abacus is currently operating in thirteen states (FL, GA, KS, IN, MN, MO, NH, OH, OK, SC, TN, VA, WA).

**NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Basis of Accounting**

The Company maintains its accounting records on the accrual basis of accounting, in conformity with generally accepted accounting principles.

**Cash and Cash Equivalents**

For purposes of the statements of cash flows, the Company considers all highly liquid investments purchased with maturities of three months or less to be cash equivalents. At December 31, 2010 the Company had no cash equivalents.

**Company Estimates**

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**ABACUS IN-HOME TUTORING, INC.**  
**TAMPA, FLORIDA**  
**NOTES TO FINANCIAL STATEMENTS**  
**DECEMBER 31, 2010**

**NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

**Impairment of Long-Lived Assets**

The Company record impairment losses on long-lived assets used in operations when events and circumstances indicate that the assets might be impaired and the undiscounted cash flows estimated to be generated by those assets are less than the carrying amounts of those assets. There were no impairment losses in 2010.

**Revenue Recognition**

Revenue is not recognized until all services, conditions, and obligations have been performed.

**Advertising**

Advertising expenses consist primarily of national classified newspapers, national magazines, and internet advertising. The Company expenses advertising costs as they are incurred.

**NOTE 3 – LOANS PAYABLE**

As Of December 31, 2010 the Company has loans payable in the amount of \$450,000. The note is interest free for one year. After one year, interest will accrue at the Internal Revenue Service Applicable Federal Rate (AFR).

**NOTE 4 – RENTALS UNDER OPERATING LEASES**

The Company leases its office and some of its office equipment from a variety of vendors. The following is a schedule of the future rentals payments required under the leases:

<u>Calendar Year</u>	
2011	\$ 46,120
2012	46,120
2013	46,120
2014	41,120
2015	26,120
	<u>\$205,600</u>



**ABACUS IN-HOME TUTORING, INC.  
TAMPA, FLORIDA  
NOTES TO FINANCIAL STATEMENTS  
DECEMBER 31, 2010**

**NOTE 5 – SUBSEQUENT EVENTS**

Subsequent events have been evaluated through February 8, 2011, the date the financial statements were available to be used.

Abacus In-Home Tutoring, Inc. Services

**Required  
Documentation  
Expense  
Minimum/Maximum**

**Expenses Necessary to Serve Minimum/Maximum Student per District**  
**Operating Costs for SES**

**Abacus In-Home Tutoring**

**Expense Maximum:** Comprehensive List of expenses necessary to serve the maximum number of students per district identified in the application.

**200 students is Abacus maximum per district.**

**Expenses:**

Tutor wages	\$80,000.00
Marketing	\$200.00
Instructional Materials	\$1,000.00
Facility Rental Fee	\$0.00
Professional Development	\$1,000.00
Fingerprinting/Background Screening	\$4,000.00
Transportation	\$0.00
Assessments	\$4,000.00
Shipping	\$1,000.00
<b>Total per 200 student maximum per district:</b>	<b>\$91,200.00</b>

**Note:** Services will be at students home or other approved location. Abacus does not provide transportation, or facility. Abacus tutor(s) will drive to student(s) home. There is no extra cost to student(s), because in home tutoring services is part of our Abacus program and is already included in our hourly tutoring rate.

Expenses Necessary to Serve Minimum/Maximum Student per District Operating Costs for SES	
<b>Abacus In-Home Tutoring</b>	
<u>Expense Minimum:</u> Comprehensive List of expenses necessary to serve the minimum number of students per district identified in the application.	
<b>1 student is the Abacus minimum per district.</b>	
<b>Expenses:</b>	
Tutor wages	\$400.00
Marketing	\$1.00
Instructional Materials	\$5.00
Facility Rental Fee	\$0.00
Professional Development	\$5.00
Fingerprinting/Background Screening	\$20.00
Transportation	\$0.00
Assessments	\$20.00
Shipping	\$5.00
Total per 1 student minimum per district:	\$456.00
<p><b>Note:</b> Services will be at students home or other approved location. Abacus does not provide transportation, or facility. Abacus tutor(s) will drive to student(s) home. There is no extra cost to student(s), because in home tutoring services is part of our Abacus program and is already included in our hourly tutoring rate.</p>	

AMERICAN UNIVERSITY, INC.  
**Cash Flow Projection**  
June 2011 through June 2012

	Jun 11	Jul 11	Aug 11	Sep 11	Oct 11	Nov 11	Dec 11	Jan 12	Feb 12
<b>TOTAL Expenditures</b>	19,349.50	19,770.00	19,470.00	20,100.00	20,341.50	18,580.25	19,597.50	18,894.15	23,608.25
<b>OPERATING INCOME (LOSS)</b>	100,695.63	100,261.26	100,714.48	100,104.48	99,658.50	102,014.73	100,402.50	101,110.83	96,430.25
<b>CASH ON HAND-BEGINNING</b>	165,000.00	265,695.63	365,956.89	466,671.37	566,775.85	666,434.35	768,449.08	868,851.58	969,962.41
<b>CASH FLOW SURPLUS (DEFICIT)</b>	265,695.63	365,956.89	466,671.37	566,775.85	666,434.35	768,449.08	868,851.58	969,962.41	1,066,392.66

# Abacus In-Home Tutoring, Inc. Cash Flow Projection June 2011 through June 2012

	Mar 12	Apr 12	May 12	Jun 12	TOTAL
<b>Anticipated Income</b>					
Income					
General/Private Revenue	48,000.00	48,000.00	48,000.00	48,000.00	624,000.00
SES Revenue	72,000.00	72,000.00	72,000.00	72,000.00	936,000.00
Credits/Refunds/Other	0.00	743.90	920.03	302.90	3,070.86
<b>Total Income</b>	<b>120,000.00</b>	<b>120,743.90</b>	<b>120,920.03</b>	<b>120,302.90</b>	<b>1,563,070.86</b>
<b>Anticipated Expenditures</b>					
Salary and Benefits					0.00
Program Managers	2,000.00	2,000.00	2,000.00	2,000.00	26,000.00
Tutors/Admin Staff	10,000.00	10,000.00	10,000.00	10,000.00	130,000.00
<b>Total Salary and Benefits</b>	<b>12,000.00</b>	<b>12,000.00</b>	<b>12,000.00</b>	<b>12,000.00</b>	<b>156,000.00</b>
<b>Operating</b>					
Administrative Support	0.00	0.00	1,000.00	0.00	4,000.00
Advertising and Marketing	0.00	0.00	0.00	1,000.00	3,500.00
Background Checks/Fingerprints	1,265.00	756.20	498.00	270.00	6,930.45
Co-Op Payouts	0.00		1,500.00	0.00	3,509.90
General and Administrative	1,500.00	1,500.00	2,000.00	1,500.00	25,500.00
Insurance Expense	1,000.00	0.00	1,000.00	1,000.00	7,400.00
Memberships and Dues	50.00	50.00	50.00	50.00	610.00
Payroll Expense	400.00	700.00	700.00	500.00	7,100.00
Postage	200.00	200.00	400.00	200.00	3,400.00
Recruitment	0.00	0.00	100.00	0.00	2,100.00
Rent	800.00	800.00	800.00	800.00	10,400.00
Repairs and Maintenance	200.00	200.00	200.00	200.00	2,600.00
Shipping	500.00	1,000.00	1,000.00	1,000.00	12,000.00
Supplies	200.00	200.00	200.00	200.00	1,850.00
Telephone	200.00	200.00	200.00	200.00	3,200.00
Travel	500.00	500.00	500.00	500.00	8,100.00

**Cash Flow Projection**  
June 2011 through June 2012

	Mar 12	Apr 12	May 12	Jun 12	TOTAL
TOTAL Expenditures	18,815.00	18,106.20	22,148.00	19,420.00	258,200.35
OPERATING INCOME (LOSS)	101,185.00	102,637.70	98,772.03	100,882.90	1,304,870.51
CASH ON HAND-BEGINNING	1,066,392.66	1,167,577.66	1,270,215.36	1,368,987.39	1,468,870.29
CASH FLOW SURPLUS (DEFICIT)	1,167,577.66	1,270,215.36	1,368,987.39	1,469,870.29	2,773,740.80

SAMPLE: Abacus In-Home Tutoring, Inc. (Billing/Payment)

Billing/Payment. The Board, (following the submission of student attendance logs and the written report(s) as described in SES agreements meeting the content requirements as specified therein) upon receipt of an Invoice appropriately detailing fees and expenses, will pay The Provider the rate per child stated below for each session of instruction provided, up to a maximum of \$ \_1,737.00 \_\_\_\_\_ per child for the 2010-2011 school year:

a. Rate per Session	b. Session Length in Minutes	c. No. of Weekly Sessions	d. Total No. of Sessions	e. Total Cost <i>Item a x d</i>
65	60	2	27	\$1737.00

Abacus In-Home Tutoring, Inc. will provide to the school district for payment the monthly progress report, student attendance activity logs that will be signed by each student/parent/tutor, and submitted together with invoice for payment. All of Abacus tutors will be paid based on the number of hours served per each student attendance activity log during each pay period. Pay period payroll calendar is also attached for check payment dates provided to each tutor.

Following sample attachments will follow:

Exhibit:

- A. Invoice
- B. Monthly Progress Report
- C. Attendance Activity Logs
- D. Check date pay period for Abacus staff



Exhibit A



**Abacus In-Home Tutoring Inc.**

1030 Carrin Drive  
Tallahassee, FL 32311  
(877) 888-6720

**INVOICE**

<b>To:</b> <b>SAMPLE</b> St. Paul City Schools 260 Edmund Avenue St. Paul, MN 55103-1783  <b>Phone:</b> <b>Fax:</b>	<b>Invoice Date: 04-26-11</b> <b>Invoice Number: 567</b>  <b>Invoice Period: 02-01-11 - 02-28-11</b>  <b>Vendor Number:</b> <b>PO Number: cayen</b>
---	---

DESCRIPTION	DATE	AMOUNT
Supplemental Educational Services - Tutoring	02-01-11 - 02-28-11	\$65.00
	<b>TOTAL</b>	<b>\$65.00</b>

TOTAL HOURS	TYPE	RATE
1	LA:1:00	65.00
1		

**Students Served: 1**

**Please remit payment to:**

Abacus In-Home Tutoring Inc.  
1030 Carrin Drive  
Tallahassee, FL 32311  
(877) 888-6720

Provider Signature: \_\_\_\_\_

Name: Maria Mendoza

(\* = Invoice limited by PPA)

# Exhibit A

SCHOOL	GRADE	FOCUS	NAME	DATE	HR MIN	TOTAL \$	PPA USED	PPA LEFT
Phalen Lake Elementary	6		Saw, Htoo	02-24-11	1:00	65.00	390.00	1347.00

Exhibit C



### Abacus Weekly Tutor Activity Log

Student's Name Sample

Grade 6

School District St Paul

Service Location: In Home

Tutor Name: Michelle Smith

Student Goal Achieve understanding sight words, and story reading

Student Schedule: (Mon & Wed at 4.30pm eg.) Tuesday 4.30pm – 5.30pm & Thursday 4.30pm – 5.30pm

Important: Please round time in and time out below to **15 minute increments**.

Date	Time In	Time Out	Tutoring Activity	Parent and Student Signature
3/1/2011	4.30pm	5.30pm	Reading paragraphs, and tested on comprehension	<i>Michelle Smith / Sample</i>
3/3/2011	4.30pm	5.30pm	Gave worksheet in reading and comprehension. Reviewed worksheet.	

**\*Required**

**Weekly Tutor Comments and Ways to Support Learning at Home/School:**

Student has firm grasp in understanding the reading comprehension, and will be under observation and will continue develop.

I certify that I provided supplemental educational services to the above-stated student and in the above-stated subjects on the date and time submitted. I understand that any material misrepresentation may subject me to perjury charges by Abacus In-Home Tutoring Inc. and the school district the student attends.

Tutor's Signature *MS*

Date 3/4/2011

# Exhibit D

Check Date	Period Begin	Period End	Activity logs and tutor hours need to be submitted by the following dates on OaSES for payroll
09/01/2010	08/01/2010	08/15/2010	
09/15/2010	08/16/2010	08/31/2010	
10/01/2010	09/01/2010	09/15/2010	
10/15/2010	09/16/2010	09/30/2010	
11/01/2010	10/01/2010	10/15/2010	
11/15/2010	10/16/2010	10/31/2010	11/1
12/01/2010	11/01/2010	11/15/2010	11/16
12/15/2010	11/16/2010	11/30/2010	12/1
12/31/2010	12/01/2010	12/15/2010	12/16
01/14/2011	12/16/2010	12/31/2010	1/1
02/01/2011	01/01/2011	01/15/2011	1/16
02/15/2011	01/16/2011	01/31/2011	2/1
03/01/2011	02/01/2011	02/15/2011	2/16
03/15/2011	02/16/2011	02/28/2011	3/1
04/01/2011	03/01/2011	03/15/2011	3/16
04/15/2011	03/16/2011	03/31/2011	4/1
04/29/2011	04/01/2011	04/15/2011	4/16

# Exhibit D

05/13/2011	04/16/2011	04/30/2011	5/1
06/01/2011	05/01/2011	05/15/2011	5/16
06/15/2011	05/16/2011	05/31/2011	6/1
07/01/2011	06/01/2011	06/15/2011	6/16
07/15/2011	06/16/2011	06/30/2011	7/1
08/01/2011	07/01/2011	07/15/2011	7/16
08/15/2011	07/16/2011	07/31/2011	8/1
09/01/2011	08/01/2011	08/15/2011	8/16



*This is to Certify That*

**ABACUS IN-HOME TUTORING, INC.**

*a corporation existing under the laws of the State of FLORIDA was validly authorized to transact business in Michigan on the 13th day of April, 2011, in conformity with 1972 PA 284, as amended.*

*Said corporation is authorized to transact in this state any business of the character set forth in its application which a domestic corporation formed under this act may lawfully conduct. The authority shall continue as long as said corporation retains its authority to transact such business in the jurisdiction of its incorporation and its authority to transact business in this state has not been surrendered, suspended or revoked.*

*This certificate is in due form, made by me as the proper officer, and is entitled to have full faith and credit given it in every court and office within the United States.*



*In testimony whereof, I have hereunto set my hand, in the City of Lansing, this 13th day of April, 2011.*

Director

Sent by Facsimile Transmission  
60524W

Bureau of Commercial Services

***Michigan Department of Energy, Labor & Economic Growth***

***Filing Endorsement***

***This is to Certify that the APPLICATION FOR CERTIFICATE OF AUTHORITY***

***for***

***ABACUS IN-HOME TUTORING, INC.***

***ID NUMBER: 60524W***

***received by facsimile transmission on April 13, 2011 is hereby endorsed***

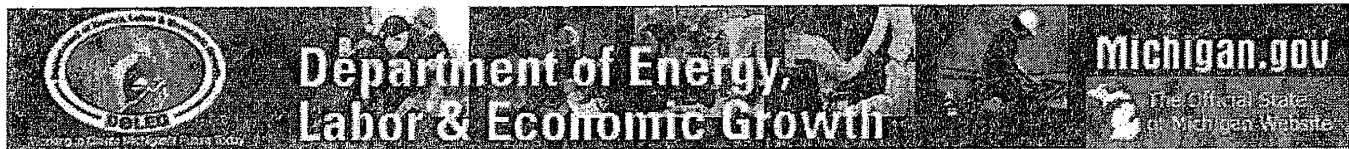
***Filed on April 13, 2011 by the Administrator.***

***The document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.***



***In testimony whereof, I have hereunto set my hand and affixed the Seal of the Department, in the City of Lansing, this 13TH day of April, 2011.***

***Director***

[Michigan.gov Home](#)[DELEG Home](#) | [Sitemap](#) | [Contact](#) | [Online Services](#) | [Agencies](#)**CORPORATE ENTITY DETAILS****Searched for:** ABACUS IN-HOME TUTORING, INC.**ID Num:** 60524W**Entity Name:** ABACUS IN-HOME TUTORING, INC.**Type of Entity:** Foreign Profit Corporation**Resident Agent:** INCORP SERVICES, INC.**Registered Office Address:** 2285 S MICHIGAN RD P O BOX 266 EATON RAPIDS MI 48827**Mailing Address:** MI**Formed Under Act Number(s):****Incorporation/Qualification Date:** 4-13-2011**Jurisdiction of Origin:** FLORIDA**Number of Shares:** 100**Year of Most Recent Annual Report:****Year of Most Recent Annual Report With Officers & Directors:****Status:** ACTIVE **Date:** Present[View Document Images](#)[Return to Search Results](#)[New Search](#)[Michigan.gov Home](#) | [DELEG Home](#) | [DELEG Contact](#) | [State Web Sites](#)  
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<b><u>Florida Profit Corporation</u></b>					
ABACUS IN-HOME TUTORING, INC.					
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16057 TAMPA PALMS BLVD., SUITE 414 TAMPA FL 33647 US					
Changed 03/23/2011					
<b><u>Mailing Address</u></b>					
16057 TAMPA PALMS BLVD., SUITE 414 TAMPA FL 33647 US					
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<b><u>Registered Agent Name &amp; Address</u></b>					
DIAZ, E. ROBERT 1030 CARRIN DRIVE TALLAHASSEE FL 32311 US					
Name Changed: 03/17/2009					
<b><u>Officer/Director Detail</u></b>					
<b><u>Name &amp; Address</u></b>					
Title PSD					
O'MALLEY, MICHAEL 1030 CARRIN DRIVE TALLAHASSEE FL 32311					
Title VP					
DIAZ, E. ROBERT 1030 CARRIN DRIVE TALLAHASSEE FL 32311					
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<b><u>Report Year Filed Date</u></b>					
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State of Florida, Department of State

# *State of Florida*

## *Department of State*

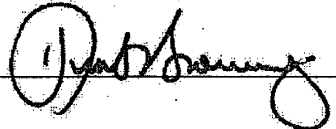
I certify from the records of this office that ABACUS IN-HOME TUTORING, INC. is a corporation organized under the laws of the State of Florida, filed on August 30, 2007, effective August 30, 2007.

The document number of this corporation is P07000097510.

I further certify that said corporation has paid all fees due this office through December 31, 2011, that its most recent annual report was filed on January 10, 2011, and its status is active.

I further certify that said corporation has not filed Articles of Dissolution.

*Given under my hand and the Great Seal of  
Florida, at Tallahassee, the Capital, this the  
Thirteenth day of April, 2011*



*Secretary of State*



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# CERTIFICATE OF LIABILITY INSURANCE

OP ID: JN

DATE (MM/DD/YYYY)

03/16/11

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Intermarket Insurance Agcy Inc 205 E Main Street, Suite 3-4 Huntington, NY 11743 House Accounts	631-421-2424 631-421-2004	CONTACT NAME: PHONE (A/C, No, Ext): FAX (A/C, No): E-MAIL: ADDRESS: PRODUCER CUSTOMER ID #: ABACU-1
INSURED Abacus In-Home Tutoring Inc. 16057 Tampa Palms Blvd, Ste 414 Tampa, FL 33647		INSURER(S) AFFORDING COVERAGE INSURER A: Philadelphia Ins Companies INSURER B: Twin City Fire Insurance Co. INSURER C: INSURER D: INSURER E: INSURER F:

## COVERAGES

## CERTIFICATE NUMBER:

## REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> \$0 Deductible on all coverages GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC		PHPK695501	04/03/11	04/03/12	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 Emp Ben. \$ 1,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS <input checked="" type="checkbox"/> \$0 Deductible		PHPK695501	04/03/11	04/03/12	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$ \$
A	UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DEDUCTIBLE <input checked="" type="checkbox"/> RETENTION \$ 10,000		PHUB338955 \$0 DEDUCTIB	04/03/11	04/03/12	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000 \$ \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/> N/A	12WECLN9890 \$0 DEDUCTIBLE	07/14/10	07/14/11	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Abuse/Molestation		PHPK695501	04/01/11	04/01/12	Occ/Agg \$1mil/\$2mil
A	Prof Liability		PHPK695501	04/01/11	04/01/12	Occ/Agg \$1mil/\$2mil

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

## CERTIFICATE HOLDER

## CANCELLATION

Abacus In-Home Tutoring Ins.  
16057 Tampa Palms Blvd,  
Suite 414  
Tampa, FL 33647

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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# Attachment - A 1

Philadelphia Indemnity Insurance Company

## COMMERCIAL GENERAL LIABILITY COVERAGE PART DECLARATIONS

Policy Number: PHPK695501

Agent # 28923

☒ See Supplemental Schedule

### LIMITS OF INSURANCE

\$	2,000,000	General Aggregate Limit (Other Than Products - Completed Operations)
\$	2,000,000	Products/Completed Operations Aggregate Limit (Any One Person Or Organization)
\$	1,000,000	Personal and Advertising Injury Limit
\$	1,000,000	Each Occurrence Limit
\$	100,000	Rented To You Limit
\$	5,000	Medical Expense Limit (Any One Person)

### FORM OF BUSINESS: CORPORATION

Business Description: Private School

Location of All Premises You Own, Rent or Occupy: **SEE SCHEDULE ATTACHED**

### AUDIT PERIOD, ANNUAL, UNLESS OTHERWISE STATED: N/A

Classifications	Code No.	Premium Basis	Rates		Advance Premiums	
			Prem./ Ops.	Prod./ Comp. Ops.	Prem./ Ops.	Prod./ Comp. Ops.
SEE SCHEDULE ATTACHED						
TOTAL PREMIUM FOR THIS COVERAGE PART:					\$	\$

### RETROACTIVE DATE (CG 00 02 ONLY)

This insurance does not apply to "Bodily Injury", "Property Damage", or "Personal and Advertising Injury" which occurs before the retroactive date, if any, shown below.

Retroactive Date: \_\_\_\_\_

FORM(S) AND ENDORSEMENT(S) APPLICABLE TO THIS COVERAGE PART: Refer To Forms Schedule

Countersignature Date

Authorized Representative

Abacus In-Home Tutoring, Inc.

Financial Narrative:

Financial Data was organized by a certified public accountant to show that Abacus In-Home Tutoring, Inc. is financially sound and has adequate financial resources to provide Supplemental Educational Services for the upcoming school year. In addition, Abacus In-Home Tutoring, Inc. carries general liability insurance that exceeds the required coverage amount for the state. Abacus In-Home Tutoring, Inc. has been one of the largest one-on-one in-home tutoring provider in the United States since 2009. In the past two years our organization has increased from 4 to over 12 states as an SES in-home tutoring provider, and pending to serve in 6 other states for a total of 18 states for the school year of 2011-12, thus significantly increasing revenue and profits. We have sufficient funding through our bank that only applies to NCLB receivables. This funding enables us to pay tutors in a timely manner using Paylocity Payroll System, ensuring uninterrupted service to SES students, even in the event of payment delays from LEAs. Further information, including our budget, cash flow projections, and a comprehensive list of expenses and resources are included in the attached financial statements. These statements reflect a 17-20% pre-tax net income after all expenses, including payment of tutors. Our accounting method is on a cash basis. Our cash flow has always been positive as we have no accumulated debt. We would be happy to provide additional documentation as necessary. Billing/Payment, expense minimum/maximum, business license, insurance policy, cash flow, evidence of cash-on-hand is described in attachments as part of the required documents for review.

In sum, the audit reports, proof of financial reviews all indicate that Abacus In-Home Tutoring, Inc. has a sound business plan and show that Abacus In-Home Tutoring, Inc. is and will continue to be a "financially sound organization."

**Abacus In-Home Tutoring, Inc.**

**High Quality Research and Program Effectiveness**

**Demonstrated Record of Effectiveness (Two years)**

<b>Demonstrated Record of Effectiveness (Year One)</b>							
Grade Level	Subject	Number of students	Year tested	Pre test results	Post test results	Difference or significant diff	Name of assessment
k	ELA	25	2009/10	38.41	51.75	***13.34	GRADE, Pearson
1	ELA	65	2009/10	36.48	46.71	***10.23	GRADE, Pearson
2	ELA	72	2009/10	41.70	51.90	***10.20	GRADE, Pearson
3	ELA	50	2009/10	36.69	44.11	5.15	GRADE, Pearson
4	ELA	63	2009/10	40.40	45.55	***8.83	GRADE, Pearson
5	ELA	41	2009/10	28.39	40.58	12.19	GRADE, Pearson
6	ELA	38	2009/10	30.84	36.13	**5.29	GRADE, Pearson
7	ELA	40	2009/10	28.90	41.25	***12.35	GRADE, Pearson
8	ELA	28	2009/10	28.37	38.75	***10.38	GRADE, Pearson
9	ELA	11	2009/10	28.87	37.47	8.60	GRADE, Pearson
11	ELA	4	2009/10	31.10	48.77	***17.67	GRADE, Pearson
12	ELA	2	2009/10	26.97	32.00	5.03	GRADE, Pearson
k	MATH		2009/10	14.6	15	.4	GMADE, Pearson
1	MATH	45	2009/10	45.56	63.55	***17.99	GMADE, Pearson
2	MATH		2009/10	57.3	65.3	*8	GMADE, Pearson
3	MATH		2009/10	38.6	46.6	8	GMADE, Pearson
4	MATH		2009/10	41.40	62.07	***20.66	GMADE, Pearson
5	MATH		2009/10	38.9	44.7	*5.8	GMADE, Pearson
6	MATH		2009/10	47.3	53.6	***6.3	GMADE, Pearson
7	MATH		2009/10	36.6	41.3	4.7	GMADE, Pearson
8	MATH		2009/10	43	49	6	GMADE, Pearson
9	MATH		2009/10	36	46	10	GMADE, Pearson
10	MATH		2009/10	10	13.3	3.3	GMADE, Pearson
11	MATH		2009/10	24.8	30.7	*6.1	GMADE, Pearson
12	MATH		2009/10	31.25	34.90	3.65	GMADE, Pearson

P<0.00

\*= P<0.05

\*\* = P<0.01

\*\*\* = 1

<b>Demonstrated Record of Effectiveness (Year Two)</b>							
Grade Level	Subject	Number of students	Year tested	Pre test results	Post test results	Difference or significant diff	Name of assessment
k	ELA	11	2008/09	51.51	69.49	***17.98	GRADE, Pearson
1	ELA	10	2008/09	39.78	61.87	***22.09	GRADE, Pearson

2	ELA	16	2008/09	57.12	75.92	***18.80	GRADE, Pearson
3	ELA	10	2008/09	58.21	73.58	***15.38	GRADE, Pearson
4	ELA	18	2008/09	28.00	37.34	**9.33	GRADE, Pearson
5	ELA	17	2008/09	31.24	40.19	*8.94	GRADE, Pearson
6	ELA	15	2008/09	31.06	39.45	**8.38	GRADE, Pearson
7	ELA	13	2008/09	31.12	40.42	***9.30	GRADE, Pearson
8	ELA	13	2008/09	35.93	43.43	7.50	GRADE, Pearson
9	ELA	8	2008/09	37.00	40.67	3.67	GRADE, Pearson
10	ELA	23	2008/09	45.56	63.55	***17.99	GRADE, Pearson
11	ELA	19	2008/09	36.69	44.11	5.15	GRADE, Pearson
12	ELA	4	2008/09	39.00	55.00	16.00	GRADE, Pearson
k	MATH	18	2008/09	45.56	63.55	***17.99	GMADE, Pearson
1	MATH	39	2008/09	41.40	62.07	***20.66	GMADE, Pearson
2	MATH	36	2008/09	61.97	74.72	*12.76	GMADE, Pearson
3	MATH	19	2008/09	52.77	69.46	*16.69	GMADE, Pearson
4	MATH	21	2008/09	30.57	46.43	*15.86	GMADE, Pearson
5	MATH	19	2008/09	28.41	41.09	12.68	GMADE, Pearson
6	MATH	31	2008/09	39.00	55.00	16.00	GMADE, Pearson
7	MATH	15	2008/09	22.54	46.44	23.90	GMADE, Pearson
8	MATH	4	2008/09	41.20	48.20	7.00	GMADE, Pearson
9	MATH	17	2008/09	40.09	51.25	11.16	GMADE, Pearson
10	MATH	9	2008/09	31.25	34.90	3.65	GMADE, Pearson
11	MATH	6	2008/09	33.25	51.06	17.81	GMADE, Pearson
12	MATH	4	2008/09	41.01	61.45	20.44	GMADE, Pearson

P<0.00

\*= P<0.05

\*\* = P<0.01

\*\*\* = 1



Abacus In-Home Tutoring, Inc. summarization of record effectiveness showing two years of academic tutoring work.

Analysis of quantitative data from our 2009/10 and 2008/09 academic intervention programs by an outside third party evaluator provides compelling evidence that our instructional program is very effective in improving students' skill sets in math and English language arts (ELA). Our third party evaluator measured the impact of our instructional program on student achievement through a pretest-posttest comparison for statistical significance using a two-sample t-Test. During the 2009/10 and 2008/09 academic years, each of our students completed a Group Mathematics Assessment and Diagnostic Evaluation (GMADE) or a Group Reading Assessment and Diagnostic Evaluation (GRADE) assessment in English language arts or math pre and post program. All of these assessments meet the standards of validity and reliability set forth in the *Standards for Education and Psychological Testing* (1999) (See Addendum). We collected the pre and post program assessment scores and submitted them to a third party evaluator who compared the pretest scores ( $n_1$ ) to the posttest scores ( $n_2$ ), and calculated the percent change  $[(n_2 - n_1)/n_1]$  for each student to determine the amount of growth realized by each student. A t-Test was used to determine if there was any statistical significance between the pre and post program assessment scores.

During the 2009/10 school year, 678 students that enrolled in our program completed either a standardized or an informal preprogram assessment (GRADE or GMADE) and completed at least one hour of tutoring. All of these students continued on to complete our full instructional program. Four hundred forty of these students completed a GRADE standardized assessment pre and post program. Of these students, 381 (**86.5%**) showed improvements on their post-program GRADE assessments after receiving our targeted ELA intervention. The mean increase for these students was 12.7 points (a +30.4 percent change) and was found to be statistically significant ( $P = 1.5 \times 10^{-15}$ ;  $P < 0.001$ ). During this same academic year (AY 2009/10) 238 kindergarten through twelfth grade students completed our math instructional program and completed a GMADE assessment pre and post program. Nearly all of these students (**94.3%;  $n=110$** ) showed improvements on their post-program GMADE assessments after receiving our targeted math intervention. The mean increase for these students was 7.9 points (a +32 percent change), which was statistically significant ( $P = 3.2 \times 10^{-6}$ ;  $P < 0.001$ ).

During the 2008/09 school year, 287 students that enrolled in our program completed either a standardized pre-program assessment (GRADE or GMADE) and completed at least one hour of tutoring. All of these students continued on to complete our full instructional program. Of these students, 177 completed a GRADE assessment pre and post program. Of these students, 152 (**86%**) showed improvements on their post-program GRADE assessments after receiving our targeted ELA intervention. The mean increase for these students was 15.3 points (a +35 percent change) and was found to be statistically significant ( $P = 7.5 \times 10^{-38}$ ;  $P < 0.001$ ). During this same academic year (AY 2008/09) 110 kindergarten through fourth, sixth, and eighth grade students completed our math instructional program and completed a GMADE assessment pre and post program. One hundred one of these students (**91.8%**) showed improvements on their post-program GMADE assessments after receiving our targeted math intervention. The mean increase for these students was 16.8 points (a +36.1 percent change), which was statistically significant ( $P = 7.6 \times 10^{-11}$ ;  $P < 0.001$ ).

Nearly all of our aggregated student outcomes for the past two years were found to be statistically significant (all P values were well below 0.001) and the majority of our disaggregated data (disaggregated by grade level) was also statistically significant, which provides compelling evidence that our students' enhanced performance on our post program assessments are due to our instructional program.

Abacus In-Home Tutoring, Inc. evidence of the program's effectiveness with SWDs and with ELs. Include quantitative data as described in the preceding statements.

Our instructional program has proven to be effective for English learners (ELs) and students with disabilities (SWDs). ELs and SWDs are able to complete our program through a modified academic plan, which complements each student's school program, including appropriate accommodations and curriculum modifications delineated in students' IEP and/or 504 plans. Modifications that we provide include changes in the complexity of instruction, content, length of assignments, and alterations in the format or setting in which the tutoring occurs; we select locations that allow for access. Our core instructional strategies provide optimal learning for English Learners. Instructional strategies that we employ include direct and explicit instruction, additional learning activities to reinforce instruction, and frequent assessments to guide instruction.

During the 2009/10 academic year, 44 of our students that completed our English language arts (ELA) instructional program and completed pre and post program GRADE ELA assessments were classified as ELs. Nearly **82%** ( $n = 172$ ) of these students increased their GRADE scores after completing our instructional program. The mean increase for these students was 12.7 points (a +28.7 percent change), and was found to be statistically significant ( $P = 3.7 \times 10^{-11}$ ;  $P < 0.001$ ). Seventeen students that completed our math instructional program and completed pre and post program GMADE assessments during AY 2009/10 were classified as SWDs. Fifteen of these students (**88.2%**) increased their post program GMADE math scores after completing our instructional program. The mean increase for these students was 5.7 points (a +22.8 percent change).

During the 2008/09 academic year, 29 of our students that completed our English language arts (ELA) instructional program and completed pre and post program GRADE ELA assessments were classified as ELs. Twenty-two (**76%**) of these students increased their GRADE scores after completing our instructional program. The mean increase for these students was 8.6 points (a +28.2 percent change), and was found to be statistically significant ( $P = 1.2 \times 10^{-8}$ ;  $P < 0.001$ ). Eleven students that completed our math instructional program and completed pre and post program KTEA assessments during AY 2008/09 were classified as SWDs. Nine of these students (**81.8%**) increased their post program GMADE math scores after completing our instructional program. The mean increase for these students was 4.1 points (a +15.4 percent change). Quantitative analysis of our ELA student data over the past two years substantiates the positive impact our tutoring program has on all students' academic performance, including English Learners and students with disabilities.

Abacus In-Home Tutoring, Inc.

Reference list:

For questions: Criterion 2, 3 – APA format

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